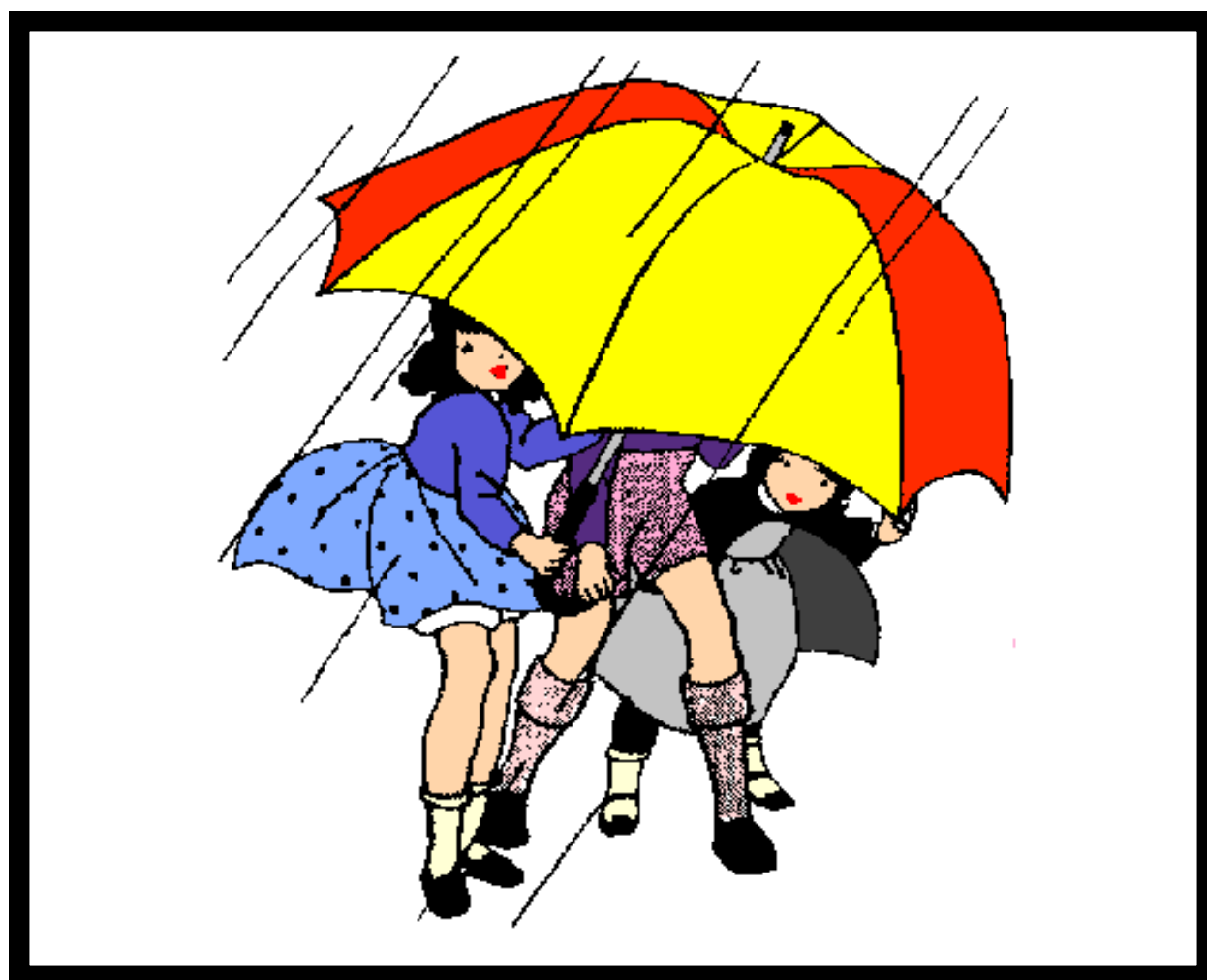


Issue 40 2001



# Spanish Materials

*With Child Care Connections*

*~ A newsletter within a newsletter*

# Of Neighbors and Neighborhoods

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Sandy decided to move. And I knew I approached a corner in my own life. Our daily rhyme and rhythm, our holidays and seasons, had been spiced by her next-door family child care. These special times of cookies delivered by costumed kids, birthday cards and gifts for our cat, children's secrets shared in the hidden rooms created by our border bushes, and the over-the-fence chats Sandy and I shared when stray toys were returned...were to end. After almost twenty years, Sandy was changing neighborhoods after having first changed ours.

When she arrived, the neighborhood had a hostile attitude toward her family child care business. People petitioned, gave her the cold shoulder, and even went so far as to throw things at her as she passed with her child on her bike!

But she persisted. She and her charges walked the dog up and down the street several times a day. They stopped and visited with everyone they saw along the way. She introduced the neighbors to "her" children. Her yard toys were well-tended and kept in the backyard. More and more of "her" parents were from the neighborhood. Everyone stayed with Sandy as long as they could, some into middle school. She mothered whole families through formative years and was invited to graduation parties every spring.

When I moved in next to her, she finally had a child care soulmate. She shared that she had never had a vacation from her business in the many years she had operated it. I suggested she let me be her summer substitute for the school-age children she cared for. For the first time, Sandy was able to vacation with her own family. She was able to sleep late, nap, and recharge.

The first few days in their new location at our house, the Sandy Kids looked over the fence and remarked about things going on at Sandy's. But as we started a new pattern to the day, they forgot to compare and thrived in our "summer camp" program. One child said, "It's like coming to Grandma's"; another said, "We live outside here."

My program was very different from Sandy's. We did activities that suited our household and strengths. I had no swimming pool membership, so we spent our afternoons at the beach. My house was compact, so we moved activities outside and built treehouses and set up tents. Equipment was limited, so the kids planned Lego days when they brought their own creations from home and built huge communities together under, on and around the Ping-Pong table in the basement. We let doors stand open and lived a screendoor-slamming, porchswing-and-library-books existence. Television or videos were reserved as an early morning arrival activity. The children baked treats themselves for our frequent post-beach parties.

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***The Wisconsin Child Care Information Center  
is a project sponsored by the Office of Child Care,  
Wisconsin Department of Workforce Development***



***Child Care Information Center Staff:  
Editor, child care specialist: Lita Haddal  
Librarian, acquisitions: Glenna Carter  
Librarian, circulation: Linda Bather  
Mail distribution: Sonya Frank***

***Special thanks to Linda Bather,  
Bridget Kelley, and Anna Ramirez  
for their help with this issue.***

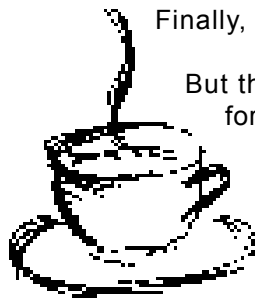
## The Badger Teapot



When fall approached, the start of school marked the end of the daily visits of the Sandy Kids. They returned to their next-door child care home. Sometimes, I would see a child or two standing at the fence, looking into our yard to check the status of the treehouse. But life was good at Sandy's and it was like returning home after summer vacation.

For three summers, Sandy and I shared our child care duties. She learned how important it is to take care of herself and family, too. Her child care families had continuity of care and appreciated her in new ways.

The neighborhood, forgetting its initial prejudices against the child care necessary for working families, had come to depend on the vitality of Sandy's business and the thrumming rhythm it provided for us all. When Sandy left, that neighborhood beat stopped as surely as a silenced heart. For three months her house stood empty, waiting for its new owners. The unused outdoor play equipment frosted over. We watched and crossed our fingers as first one bachelor and then another looked, bid on the house, and then changed their minds.



Finally, Susie Sunshine moved in.

But that is a child care story...  
for another time!

-Lita Kate Haddal, editor

What is that Badger doing in a teapot? Well, obviously, the Badger represents our state, Wisconsin. But what about the teapot? Here is where you, as a child care provider, will be quick to understand...

"I'm a little teapot, short and stout!  
Here is my handle, here is my spout.  
When I get my steam up I will shout...  
Tip me over and pour me out!"

Who or what is the teapot? You are! We are!

You keep family lives simmering, as you brew continuity of care and services, lightening loads for parents and children by creating caring neighborhoods in your centers.

CCIC is the hot spot of information for Wisconsin child care, and our services add fluid to static situations. We also function as the sugarbowl for your caregiving efforts that empower Wisconsin parents to be a productive workforce. Our services sweeten yours and we can all savor the results. Our many resources can help you make wise choices in advising parents and guiding children.

When we get our steam up, we all can shout, "Kids matter!", and pour our energy and commitment into our work with families.

### Table of Contents

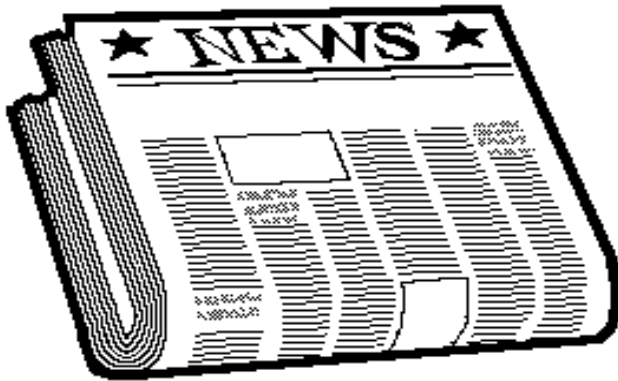
Editorial.....	2
News & Views.....	4
Using the Internet (WISCAT).....	6
Articles to Keep.....	8
Books to Borrow.....	12
Child Care Connections.....	13
Children's Books.....	18
Audiovisual Materials.....	20
Resources Elsewhere.....	26
Ordering Information.....	28

*When one helps another,  
both are strong.*

*-German proverb.*

# News & Views

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## **A Passenger Safety Campaign to Save Latino Children**

from the National Latino Children's Institute

The word *corazón* means "heart" when translated literally from Spanish, but like many Spanish words the cultural meaning is more complex. *Corazón* is an endearment used among family members and loved ones. *Corazón de mi vida* carries the message deeper. It means "You are the center of my life."

This concept is the focus of a new initiative to inform Latino families about the importance of placing their young children in child safety restraints. Public information messages and outreach strategies to Latino families utilize this concept, which is loosely translated as:

"You are the center of my life and I love you so much, that I will . . .  
... put you in a car seat."  
... put you in the backseat."  
... wear my own seat belt."

*Corazón de mi vida* is a new partnership between the National Highway Traffic Safety Administration (NHTSA) and the National Latino Children's Institute.

According to NHTSA, car crashes are the leading cause of death for Hispanics through the age of 24 and are the second-leading cause of death for Hispanics ages 25 to 44. What's more, young Latinos drive half as many miles as their non-Hispanic white counterparts, but they are twice as likely to die in a traffic fatality. The biggest

problem is lower seat belt and car safety seat use (Insurance Institute for Highway Safety, Status Report, 1999).

### ***Outreach Strategies Strengthen Initiative***

*Corazón de mi vida* utilizes the cultural strengths of the Latino community as the foundation for passenger restraint education. Aimed at young Latino parents and their extended families, *Corazón de mi vida* emphasizes the valuable role children play in the lives of their families and society.

Even religion and spirituality play important roles in changing behavior. Common phrases handed down through the centuries, such as *lo que Dios quiera* (whatever God wills) might suggest that using a car seat can invite disaster. Instead of ignoring or blaming the concept of fatalism, *Corazón de mi vida* incorporates spiritual beliefs by holding car seat blessings and encouraging people to "help God keep them safe."

Traditional *dichos*, rhymes, and riddles become reminders for putting children in the backseat and buckling them up. A mirror hanger reminds adults that they are role models and need to buckle up, too!

By taking into account Latino cultural traditions and lifestyles, NLCI outreach strategies focus on what resonates within the Latino community and builds on the good things parents are already doing for their children.

### **Photo Opportunity**

School-Age NOTES, a newsletter for child care programs serving school-agers, is publishing a book on summer program tips, strategies and activities. They are inviting providers to send them good quality photos of school-age programs and camps with school-aged children engaged in a variety of activities. The full guidelines are published in School-Age NOTES, March 2001, and may be requested from CCIC, (800) 362-7353. For any photo that is published, the program will receive \$30 and a copy of the book. Just remember that releases from the children's parents must be in your files. For more information, call (800) 410-8780.

# News & Views

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## Words for the Future/ Creando el futuro

from The National Latino Children's Institute  
The Early Childhood Public Education Kit,  
a project funded by the Meadows Foundation and the  
Richard Robinson and Helen Benham Trust Fund.

It's early evening, time for the children to begin getting ready for bed. Papá is in charge of the older ones, while Mamá takes the baby and cuddles him, singing softly of the joys of the bath. She talks to him of all he's done that day—the trip to the grocery store, visiting abuelita, watching her make dinner for everyone. She gently dries him off and blows tenderly on his belly. He giggles and waves his arms. She puts his pajamas on and everyone joins her on the couch to read a bedtime story. Every single one of these moments, and thousands more, provide children with the spark they need to make connections in their brains—the connections that provide the basis for all future learning.

### ***Parents: Children's first teachers***

Words for the Future—Creando el futuro was developed to provide Latino families with the strategies and skills to help their young children learn. As the child's first teachers, parents have the unique opportunity to shape their child's future by providing him/her with meaningful interactions. The underlying premise of the Words for the Future—Creando el futuro is that during every moment a child is learning. Parents who talk, sing, read, explain and explore with their child, even during their first days of life, are giving their children a gift that will last a lifetime. The importance of providing children with opportunities to learn from their earliest days was underscored with the release of startling new information on early brain development. Contrary to popular belief, a child's brain continues to develop after birth, and in fact, the connections between the neurons are "fired" with each interaction and experience of the child's life. These systems provide the foundation for the brain's organization and how it functions throughout life.

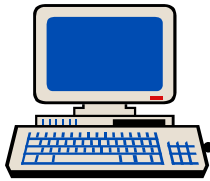
Words for the Future—Creando el futuro uses culturally appropriate materials and strategies to gently guide parents through the process of learning how to best provide their children with the experiences they need.

### ***Messages***

Using the research findings on how children learn and multiple language acquisition, and recommendations from the community, the following messages were developed for Words for the Future/ Creando el futuro:

- ♥ The early years are critical years in a child's development.
- ♥ The parents are the child's first and most important teachers.
- ♥ Everything a child experiences teaches him something.
- ♥ Learning happens everywhere.
- ♥ Children learn better when they feel secure and connected. The family is the anchor in their life.
- ♥ Communication among family members is crucial.
- ♥ Use family culture and celebrations for learning traditions.
- ♥ Everyone has a role to play in children's development, including extended family and the community.
- ♥ The best time to learn languages is when you are young. Learning two languages is an asset.
- ♥ Words are so powerful that they can be the key to understanding the world, but they can also destroy.
- ♥ Listen to and watch your baby. Your baby will tell you what he/she needs and wants.
- ♥ Children who listen to adults reading will grow up to become readers themselves.
- ♥ You can get words in lots of places: songs, poetry and stories.
- ♥ Latino children need to see themselves in books and stories.
- ♥ The health and well-being of children can enhance or crush their capacity to learn.





# Use The Internet To Find Books

by Glenna Carter  
CCIC Librarian



WISCAT is a database combining the library catalogs of most libraries in Wisconsin. It contains 6.7 million titles with holdings information for materials in all formats owned by 1,270 contributing libraries. As of 2001, most of CCIC's books and about ten percent of our audiovisuals are represented in WISCAT. CCIC staff will continue to add records to WISCAT throughout the year in order to make it easier for you to find out about and borrow our materials. Of course, we still welcome your phone calls, too.

To use WISCAT, you need Internet access and a web browser (Netscape, Internet Explorer, or another browser). If you do not have access to the Internet from work or home, try your local public library. Anyone can use WISCAT, it's free, and no password or authentication is required. To get into the database, type <http://wiscat.brodart.com> on your browser's Address or Location line, and hit Enter. This will take you to the "Welcome to WISCAT" screen where you click on the box labeled "Click here to begin." Or you can get into the database by clicking on the "Link to WISCAT" on CCIC's web page: <http://www.dpi.state.wi.us/ccic>

Each record in WISCAT gives information about an item and beneath that a list of the libraries that own it. Items that CCIC owns will have the words "STATE GOV Child Care Inf Ctr" near the top of the list. Be sure you also scroll down the list to see if any library near you owns the item, so you can borrow it from them.

## ***Two Ways to Borrow***

If you see that CCIC has an item you can't get locally, you may borrow it in one of two ways:

1. Wisconsin residents in the field of early childhood care and education may borrow directly from CCIC by calling, emailing, faxing or writing us. Be sure to contact CCIC directly if you want to:
  - a) give us a list of items to be sent in batches over a period of time,
  - b) book items for use on certain dates,
  - c) have CCIC keep a record of your individual loans,
  - d) have the item delivered to your home or workplace, and
  - e) you are willing to pay the shipping to return the item to CCIC at the end of the loan period.
2. Or you may borrow through interlibrary loan at your local public or academic library, but check the charge policies of an academic library. Use this method if you want to:
  - a) borrow only one or two items,
  - b) borrow items as they are available rather than for certain dates,
  - c) keep track of your loans yourself, perhaps using a "Documentation of Video Viewing or Reading for Continuing Education" form,
  - d) pick up items at your library rather than having SpeedDee deliver them to you, and
  - e) avoid the cost of mailing the item back to CCIC (a public library will provide this service at no charge if you have borrowed the item through their interlibrary loan service).

If you decide to borrow an item listed in WISCAT (whether owned by CCIC or not) through your local library, make a printout of the WISCAT record and take this printout to your local public library or to a school, academic, or other type of library you are eligible to use. You may also take to your library a CCIC newsletter or Audiovisual Resources List for items too new to be in WISCAT. If your local library does not own the item, ask the library staff to obtain the material through interlibrary loan. You will then go to your local library to pick up and return the item.

# and Videos at CCIC & Other Libraries

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At this time, we cannot offer you the option of receiving the item directly from CCIC and returning it to your local library. If we ship an item to you, we will include instructions asking you to mail it back to CCIC. If your local library borrows it for you, they will instruct you to return it there. We hope this new service makes it easier for you to find and use child care and early education materials. Please let us know if you have any comments or suggestions.

## ***WISCAT Search Tips***

Clicking on the "Click here to begin" button moves you to the "Public Access Catalog Search Selection" screen, where you may click on either "Browse" or "Express" depending on how specific your information is.

Or you may click on the "Help" button if you want to know more about WISCAT before using it. After reading more about it, click on your browser's "Back" arrow to back up through screens you have previously seen.

If you know the exact title, author, or subject, click on "Browse" and, when the search screen appears, click on the "Search type" radio button for Author, Title or Subject, and type your information in the "Search" box.

Do not use punctuation, and for authors enter *lastname firstname*. Articles "A", "An", or "The" should not be entered at the beginning of titles.

Usually you will choose to search the database "Core/AV". Click the "Choose a database" radio button for "Foreign Languages" if, for example, you are looking for Spanish language materials. Or click the "New Titles" button if you are looking for recently published items. You will probably not want to fill in the "Location" box in a Browse search.

Once you have clicked the necessary radio buttons and entered your information in the "Search" box, click on "Begin Search". A Browse search will take you to a list of authors, titles, or subjects; if an item matches your search, it will be at the top. Click on it to see either the entry for that item or another list from which to choose.

If you don't have specific information about an item and want to search for keywords (words you think are relevant) click on "Express" on the "Public Access Catalog Search Selection" screen. Choose the radio button for the appropriate database, usually "Core/AV". You may enter any word(s) in the boxes for Anyword, Author, Title, and Subject. Then click on "Begin Search".

If your search returns too many items and you want to eliminate some, you may click on the browser's "Back" arrow to go back to the search screen and then click on the "Format" drop down menu and specify a format, for example "Videorecording".

To search only CCIC's holdings in the database, type *child care inf ctr* in the "Location" box. If you find items you want to borrow, note them down and search for them with the "Location" box empty to see if they may also be available locally.

Remember that it is always a good idea, when searching any database, to search for the desired item more than one way. To change a search or start a new one, you can click on your browser's "Back" arrow, or click on the "Go to Express" or "Go to Browse" links on the search screen, or click on the "Enter a new search" button below a results list or an item record.



# Articles & Items-To-Keep

1. **Calendar of training events.** This is a calendar of child care and early childhood training events taking place throughout the state, including contact numbers for registering for workshops, courses, and conferences. Also available on the CCIC website at: <http://www.dpi.state.wi.us/ccic>

## Child Development




Así crecen: Una guía por edades sobre el desarrollo infantil. Packets of articles on growth and development in 0-12 month-olds through 5-6 year-olds in Spanish only.

2. **0-12 months:**
  - **El mundo de su bebé/ The world of your baby.** Tinker Ready. *Ser Padres*, Época de fiestas 2000. Los recién nacidos pueden percibir mucho más de lo que se había pensado previamente. He aquí un vistazo al mundo que su bebé ve, oye, siente, gusta y huele.
  - **Lazos de amor/ Brain development of the infant.** Stanley Greenspan. *Ser Padres*, Invierno 2001. El cariño y el amor que crece entre usted y su bebé son las herramientas más importantes en el desarrollo del cerebro de su pequeño.
3. **1 año:**
  - **Un año para celebrar/ A year to celebrate.** Emily Abedon. *Ser Padres*, Época de fiestas 2000. Durante los rápidos primeros 12 meses de vida, su bebé se convierte en un niño.
  - **La batalla del biberón/ Battle against the baby bottle.** Emily Abedon. *Ser Padres*, Invierno 2001. Decirle adiós al biberón es tan difícil para usted como para su bebé. Las siguientes son algunas tácticas que facilitarán la transición.
4. **2 años:**
  - **¡Hora de ir al baño!/ "Time to sit on the potty!"** Kate Lawler. *Ser Padres*, Época de fiestas 2000. ¿Está su hija lista ya para usar el inodoro? A continuación lectores y expertos revelan las tácticas más creativas para lograr que el proceso les sea lo más fácil posible.
  - **El espíritu creativo/ The creative spirit.** Emily Abedon. *Ser Padres*, Invierno 2001. Deje que su infancia sea todo un despliegue de expresiones artísticas.
5. **3 & 4 años:**
  - **"¡Buenas noches!"/ "Good night!"** Kim Floden. *Ser Padres*, Época de fiestas 2000. Haga que la hora de dormir de los niños sea una libre de batallas.
  - **Qué hacer con la frustración/ What to do with frustration.** Irene Daria. *Ser Padres*, Invierno 2001. Los niños preescolares quieren lo que quieren en el momento, y si no lo consiguen se ponen furiosos. He aquí algunos consejos para prevenir un desastre.
6. **5 & 6 años:**
  - **Nadie es perfecto/ No one is perfect.** Barbara Solomon. *Ser Padres*, Época de fiestas 2000. Es esencial enseñarles que cometer un error es una de las mejores maneras de aprender.
  - **Precavidos en la calle/ Cautious out on the street.** Karen Levine. *Ser Padres*, Invierno 2001. Por su inocencia, un niño es más vulnerable que un adulto a la mala intención de cualquier extraño.
7. **Como planear actividades para niños de 12 a 36 meses de edad/ How to plan for toddlers.** Linda Gifford. *Texas Child Care Quarterly*, Summer 1985. An article in English and Spanish dealing with the challenge of planning the day for children 12-36 months of age.
8. **Guiando a los niños hacia la independencia/ Guiding toddlers to independence.** Candace H. Bowers. *Texas Child Care Quarterly*, Winter 1987. An article in English and Spanish explaining the normal negative behaviors of children age 9-36 months of age and how to cope with these signs of growing independence.
9. **Enseñando a escribir al niño preescolar/ Teaching preschoolers to write.** Anne E. Eddowes. *Texas Child Care Quarterly*, Winter 1985. An article in English and Spanish on learning to write as a process. Children must have developed thought processes enough to understand the idea of letters being symbols of sounds and thoughts, as well as being physically able to hold a pencil.



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## Program Planning

10. **Elementos fundamentales del desarrollo.** Search Institute, 1997. 40 developmental assets, or character strengths, to build on when planning childrens' programs. Spanish & English versions. Available at: <http://www.search-institute.org/assets/spanish.htm>
11. **Otra perspectiva sobre lo que los niños deben estar aprendiendo/ Another look at what young children should be learning.** Lilian Katz. *ERIC Digest*, February 2000. This article explores what programs should be concentrating on in order to help children learn and develop. Engaging children actively in the learning process happens most effectively when leaders have first thought through individual knowledge, skills, dispositions and feelings. Spanish & English versions. Available at: [http://www.ed.gov/databases/ERIC\\_Digests/ed438928.html](http://www.ed.gov/databases/ERIC_Digests/ed438928.html)
12. **Escogiendo actividades acertadas/ Choosing the right activities.** Kristen Wilkerson & Pat Stillwell. *Texas Child Care Quarterly*, Fall 1986. An article in English and Spanish on considering program goals and individual goals for each child's development when planning activities.
13. **Implicaciones que el Acta de Americanos con incapacidades tiene en los lugares de cuidado infantil/ Implications of the Americans with Disabilities Act on child care facilities.** Child Care Law Center, 1994. Spanish & English versions.
14. **Es de primera clase su solar de recreo?/ How does your playground rate?** Noeline T. Kelly. *Texas Child Care Quarterly*, Winter 1986. An article in English and Spanish on general guidelines for judging the quality of a playground.
15. **Preparando el programa de estudios para al aire libre/ Curriculum development outdoors.** Mary Jo Herde, Sherri Griffin, & Kathy R Thornburg. *Texas Child Care Quarterly*, Spring 1986. Outdoor play need not be random roaming, when planning ahead involves selecting props and creating learning centers that enhance developmental skills by the activities offered there. An article in English and Spanish.
-  **Boletín de cuidado del niño: Foro de liderazgo nacional sobre temas de cuidado del niño en la comunidad hispana/ Child Care Bulletin, Issue 24. 2000.** Entire issue, in English and Spanish, on child care issues in the Hispanic community as presented at the National Leadership Forum sponsored by the Child Care Bureau in Washington, D.C., November 30, 1999. Available at : <http://nccic.org/ccb/issue24/issue24sp.html>

## Parent Involvement

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17. **Los padres como socios en el cuidado de niños/ Parents as partners in child care.** Pam Schiller & Joan Townsend. *Texas Child Care Quarterly*, Fall 1985. Developing good relationships with parents depends on effective communication. This article in English and Spanish gives suggestions for a variety of ways to share information with parents and gain their trust.
18. **Hispanic parent involvement in early childhood programs.** Linda M. Espinosa. *ERIC Digest*, May 1995. Parent involvement in their child's education is a positive indicator of the child's future academic success. This article, in English, outlines cultural characteristics of Hispanic children contrasted with other American children and shares some strategies for encouraging Hispanic parents to participate in school and child care programs.
19. **Conferencias de padres-educadores: Sugerencias para los padres/ Parent-teacher conferences: Suggestions for parents.** Ann-Marie Clark. *ERIC Digest*, February 2000. An article in Spanish on what to expect from a parent-teacher conference and ways to plan ahead that will minimize miscommunication.

## Activities

20. **Pedro's puzzle.** Roberta L. Fairall. *Children's Digest*, December 1999. A crossword puzzle of Spanish names for fruits and vegetables. Directions in English.



21. **Activities that promote racial and cultural awareness.** Barbara Biles. National Network for Child Care's *Connections Newsletter*. Available at: [http://www.nncc.org/Diversity/fc43\\_activ.rac.aware.html](http://www.nncc.org/Diversity/fc43_activ.rac.aware.html) Article in English with activity ideas.
22. **Finger plays & action rhymes- For infants and toddlers.** *Texas Child Care*, Summer 1998. Traditional Spanish-language rhymes from Mexico and Latin America, with translations. Includes some finger plays and rhymes in English.
23. **Lo que los niños deben saber antes de entrar al kinder/ What children should know before they attend kindergarten.** *Families in Education*, Wisconsin Department of Public Instruction, 1991. A simple list of elementary things children should learn at home before they start school. In Spanish & English.

## Pamphlets/ Brochures/ Booklets

A series of brochures in Spanish and English developed for Cooperative Extension's National Network for Child Care by Sharon E. Hirschy, 1998. Available at: <http://www.nncc.org>

24. **"Cómo puedo ayudar a mi patrón a ser más favorable hacia la familia?"/ How can I help my employer be "family friendly?"**
25. **"Cuando hay problemas con los cuidados de guardería de su niño"/ When there are problems with your child's care.**
26. **"Son buenos los cuidados de guardería de mi niño?"/ Is my child's care okay?**
27. **Cuáles son mis derechos y mis responsabilidades como padre de familia cuando mi niño se encuentra en la guardería infantil?/ What are my parental rights and responsibilities when my child is in child care?**
28. **"Cuando los familiares proporcionan sus cuidados de guardería infantil"/ When relatives provide your child care.**
29. **Atención infantil lista comprobatoria de seguridad para los padres y proveedores de atención infantil/ Child care safety checklist for parents and child care providers.** Spanish & English versions.
30. **Cuatro pasos para seleccionar un proveedor de cuidado del niño/ Four ways to choose a child care provider.** In Spanish & English. Available at: <http://nccic.org/cctopics/steps-sp.html>
31. **El juego es fundamental/ Play is fundamental.** NAEYC. Spanish & English versions. Single copies only. Play helps children learn in all sorts of ways. How parents or teachers can make play an enriching experience.
32. **La seguridad de los niños y las bolsas de aire: Lo que los padres deben saber.** U.S. Dept. of Transportation National Highway Safety Administration/ National Council of La Raza (NCLR), 1998. Full color, 3.5" x 8", 8 panel brochure in Spanish on how to properly transport children in a motor vehicle, including riding in the back seat, and the correct ways to buckle children in seat belts and child safety seats. Information on air bag on-off switches, and how to order one is also provided. Single copy only. English brochure on same topic (Are you using it right?) available in multiple copies.
33. **Los juguetes instrumentos para el aprendizaje/ Toys: Tools for learning.** NAEYC. Spanish & English versions. Single copy only. Tips for making wise, economical toy choices for children through age 8.
34. **Los primeros años marcan para siempre: Como ayudar a que el cerebro de un niño se desarrolle saludablemente/ The first years last forever.** Dorling Kindersley (DK). Spanish & English versions. Single copy only.



35. **Necesita ayuda con el gasto del cuidado de su niño?/ Need help with child care costs?** Wisconsin SHARES, 1999. Spanish & English versions. Multiple copies may be ordered.
36. **Prevención contra el abuso sexual de menores: Consejos para los padres/ Child sexual abuse prevention: Advice to parents.** Children's Trust Fund, 1996. Spanish & English versions. Limit of 25 copies may be ordered.
37. **Proteja a su bebé del síndrome de muerte infantil súbita (SMIS)/ Back to sleep: Reduce the risk of sudden infant death syndrome (SIDS).** Back To Sleep, 1998. Spanish & English versions. Multiple copies may be ordered. This brochure informs parents that children are less likely to die of sudden infant death syndrome when placed on their backs to sleep. Licensed providers are required to distribute this brochure upon enrollment to the parents of each child under two years of age.
38. **Que sabes acerca del abuso a menores?/ Think you know something about child abuse?** National Committee to Prevent Child Abuse, Chicago, IL, 1987. Spanish & English versions. Limit of 25 copies may be ordered.
39. **Seguro de salud para las familias que trabajan/ Health insurance for working families.** BADGERCARE Health Insurance for Working Families. Department of Health and Family Services, 1999. Spanish & English versions. Multiple copies may be ordered.
40. **Su guía para el cuidado para niños bajo licencia/ Your guide to licensed child care.** Department of Workforce Development (DWD), State of Wisconsin, 1998. Spanish & English versions. Multiple copies may be ordered. A brochure for parents which summarizes the licensing rules as they pertain to the caregiver, the place and the program. Licensed child care providers are required to distribute this brochure to the parents of each child upon enrollment. Includes information on how to contact Resource & Referral agencies and licensing field offices.
41. **Su guía para el cuidado para niños legal/ Your guide to legal child care.** Department of Workforce Development (DWD), State of Wisconsin, 1998. Spanish & English versions. Multiple copies may be ordered. A brochure about the Wisconsin day care licensing law, what other types of child care exist, and when a license is not needed. Includes information on how to contact Resource & Referral agencies, certifying agencies, and licensing field offices.
42. **Su guía con respeto al escoger cuidado para niños/ Your guide to choosing child care.** Department of Workforce Development (DWD), State of Wisconsin, 1998. Spanish & English versions. Multiple copies may be ordered. A brochure which gives pointers to parents on what to look for in choosing child care or evaluating the child care center or home they are already using, some of their responsibilities as parents and child care users, and how to contact Resource & Referral agencies, certifying agencies, and licensing field offices.
43. **Un buen programa de educación preescolar/ A good preschool for your child.** NAEYC. Spanish & English versions. Single copy only. Provides parents with a quick picture of developmentally appropriate preschool programs in action.
44. **Un buen kindergarten para su niño/ A good kindergarten for your child.** NAEYC. Spanish & English versions. Single copy only. Provides parents with a quick picture of developmentally appropriate kindergarten programs in action.
45. **Como estimylar el cerebro infantil: Una guía para padres de familia/ Building your baby's brain: A parent's guide to the first five years.** Diane Trister Dodge & Cate Heroman. *ERIC Digest*, September 1, 1999. Illustrations and charts help explain brain development and the simple things parents can do to make a big difference for their babies. In Spanish and single copy only. Available at: <http://www.teachingstrategies.com/titles/bookinfo/100085.pdf>  
Available in English at: <http://www.teachingstrategies.com/titles/bookinfo/100084.pdf>

# Books-to-Borrow

- .....
46. **ADHD, guía para entender y ayudar en la escuela a los niños con síndrome de hiperactividad.** Lauren Braswell. Minneapolis, MN: University of Minnesota, 1991.
  47. **Aproximaciones creativas al ADHD: Mitos y realidad.** Christine Hunter. Minneapolis: University of Minnesota, 1991.
  48. **Asuntos cotidianos: Actividades que puede hacer con su niño/ Everyday matters: Activities for you and your child.** Circle Pines, MN: American Guidance Service, Inc., 1997. Over 100 simple, easy-to-use, reproducible suggestions for everyday learning activities that parents and preschoolers enjoy doing together. The short, simple activities are written in clear language—both English and Spanish—and are grouped in five areas: discipline, self-esteem, language development, coordination development, and infant care.
  49. **Ayudando a los niños a amarse a sí mismos y a otros: Una guía profesional para el cuidado infantil en el hogar/ Helping children love themselves and others: A professional handbook for family day care.** Sandra Gellert and others. Washington, D.C.; Children's Foundation, 1994. This Spanish-language guide presents an anti-bias, multicultural approach to family day care. Part A outlines a justification for such an approach; Part B provides ideas for children's projects and activities.
  50. **Contratos del cuidado del niño: Información para las proveedoras de cuidado.** San Francisco, CA: Child Care Law Center, 1991.
  51. **Contratos del cuidado del niño: Información para los padres.** San Francisco, CA: Child Care Law Center, 1991.
  52. **Doña Blanca and other Hispanic nursery rhymes and games.** Isabel Schon. Minneapolis, Minn: T.S. Denison, 1983.
  53. **El comienzo: Una guía de cuidado infantil hogareño.** San Francisco, CA: California Child Care Initiative, 1993.
  54. **El primer año del bebé.** 2<sup>nd</sup> ed. Dorian Ruth Schatell. Ames, IA: NCR Educational Materials Project, 1992.
  55. **En el seno del hogar: Experiencias familiares para desarrollar el alfabetismo.** Merrily P. Hansen & Gloria Armstrong. Menlo Park, CA: Addison-Wesley, 1993. Un programa que busca la participación familiar por medio de cartas que los padres u otros familiares deben utilizar en casa con sus niños de edad pre-escolar o de kindergarten.
  56. **Guía Portage de educación preescolar/ The Portage guide to early education.** Rev. ed. Portage, WI: Cooperative Educational Service Agency 12, 1976.
  57. **Guía Portage de educación preescolar: Lista de objetivos/ Portage guide to early education: Checklist.** Portage, WI: CESA 12, 1976.
  58. **Mejor cuidado infantil: Un libro para proveedoras de cuidado para niños en el hogar/ Better baby care: A book for family day care providers.** Margaret Nash and others. Washington, D.C.; Children's Foundation, 1993. This is the Spanish-language version of a resource guide for the care of infants and toddlers. Designed to be used as a self-study or a training handbook, it provides basic information in an easy-to-follow format about preparing the home for child care, health and safety, activities that encourage infant development, nutrition, business aspects, and parent relations.



## CHILD CARE

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## CONNECTIONS



## QUALITY CHILD CARE TEACHES THE SOCIAL SKILLS OF ADULT SUCCESSES

By Dave Riley, Ph.D.

University of Wisconsin, Madison, WI

Children who don't learn how to get along with others are likely to be in big trouble for years to come, according to research that has followed children into adulthood. Aggressive children tend to become delinquent teenagers and aggressive adults. Recent research has even found that these children are more likely than others to suffer chronic unemployment and alcohol problems as adults (Kokko & Pulkkinen, 2000).

And the pre-school years appear

to be critical period to learning the social skills that lead to success in adulthood. When they are toddlers, most children are fairly aggressive with others: when they want a toy, they try to take it. They are "all action" in their approach to social interaction.

Skilled early childhood educators teach toddlers to negotiate, to take turns, to share, and to express their feelings with words.

Many people think that children will learn these skills on their own, and of course some children do. But studies that observe children at home and in child care find that adults do many things to help children learn social skills. Several times each day a skilled child care provider will catch a fist in mid-air and say something like "Don't hit Mary; tell her you don't like being pushed."

Of course, the problem is that some children don't get this training, either at home or in child care. These children are likely to lack self-control, to become explosive when angry, and to follow a difficult path through life with longer periods of unemployment and higher divorce rates as adults (Caspi et al., 1987, 1989). Their lack of self-control and social skill hinders them throughout life.

Children can learn how to get along with others at any age, but most children learn key lessons at around age 3 to 5. Most 3-year-olds tend to be fairly aggressive, because they haven't learned positive (pro-social) ways to get what they want. By the age of 5,

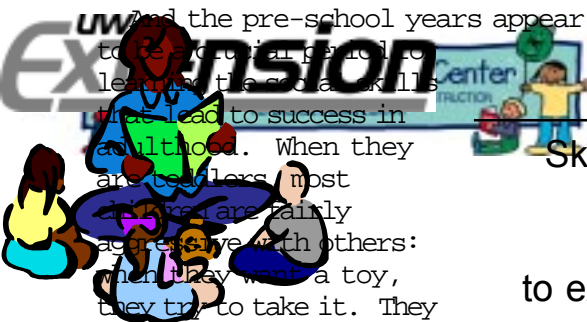
however, aggression in most children has dropped dramatically, because they have learned more skillful ways to get what they want.

In contrast, other children who have not learned new social skills

remain aggressive in their approach to conflicts (Emmerich, 1964). It looks like some children (and teenagers and adults) keep using the social strategies of 3-year-olds, because they don't learn better alternatives.

The pre-school years may be crucial to teaching children the social skills to get them on the right track for success as adults. This helps explain why studies like those of the High/

**Skilled early childhood educators  
teach toddlers to negotiate,  
to take turns, to share, and  
to express their feelings with words.**



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# QUALITY CHILD CARE TEACHES REAL LIFE SOCIAL SKILLS

*continued from first page*

Scope Preschool in Michigan have found that attending a high quality early childhood program leads to greater educational attainment and home ownership, and reduced criminal convictions and welfare reciprocity by age 27 (Schweinhart et al., 1993).

When a child care teacher insists on teaching a child to follow classroom rules, to respect others, to assert his needs while also getting along in the group, that teacher is having an impact that may last a lifetime.

That high quality child care can lead to a better work force of competent adults is not just a wild claim or rallying cry. It has been verified by rigorous research!

## References

1. Caspi, A., Elder, G.H., Jr., & Bem, D.J. (1987). Moving against the world: Life course patterns of explosive children. *Developmental Psychology*, 23, 308-313.
2. Caspi, A., Bem, D.J., & Elder, G.H., Jr. (1989). Continuities and consequences of interactional styles across the life course. *Journal of Personality*, 57, 375-406.
3. Emmerich, W. (1964). Continuity and stability in early social development. *Child Development*, 35, 311-332.
4. Kokko, K., & Pulkkinen, L. (2000). Aggression in childhood and long-term unemployment in adulthood: A cycle of maladaptation and some protective factors. *Developmental Psychology*, 36, 463-472.
5. Schweinhart, L.J., Barnes, H.V., & Weikart, D.P. (1993). *Significant benefits: The High/Scope Perry Preschool study through age 27*. Ypsilanti, MI: High/Scope Educational Research Foundation.

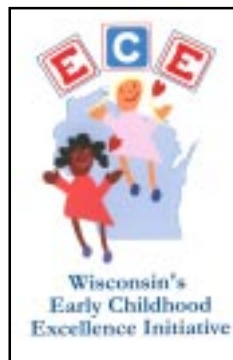
## Early Childhood Excellence

*Actual vignettes of "Promising Practices" from Wisconsin's Early Childhood Centers of Excellence*

### Bright Beginnings Learning Center in Eau Claire, Wisconsin

The teacher is working with a toddler helping him to interact positively with his peers and to follow class rules.

- The toddler hits a playmate. The teacher walks over to the child, touching him gently and saying, "Nice touch, like this." The young boy copies her. "Right, nice touch."
  - The toddler then climbs onto a shelf. The teacher says, "Where do your feet need to be?" He gets down. "Good job, buddy," she reinforces.
  - The young boy now touches another child gently. The teacher notices and says "Nice touch, buddy. Good, that's a nice touch."
- The teacher monitors this youngster closely and responds to him consistently. Sometimes she just reminds him of the rule ("Where do your feet need to be?"). Other times she demonstrates (modeling) how to do something competently, touching without hitting. When he succeeds, she notices and draws attention to his improvement.



### Neighborhood House in Milwaukee, Wisconsin

A toddler reaches across the table trying to take another child's orange paper, while holding his own yellow paper in his other hand. The teacher points out to the boy that he has a sheet of paper in his other hand. He keeps reaching.

The teacher speaks for the boy's feelings, saying "You're determined. I want that orange!!"

The boy points to the paper he wants in the other child's hand. The teacher says to the toddler, "Your paper is in your other hand. Did you forget?"

When toddlers fight over a toy, verbalizing the child's needs and desires can be an effective technique to guide behavior. This helps them learn to speak their feelings themselves.

Eventually, instead of just grabbing another child's toys or hitting another child when frustrated, these toddlers will learn to say "I want that" or "It's my turn." These children become less aggressive because they are learning better, more positive ways to meet their own needs.





## MUSIC AND CHILDREN ARE NATURAL PARTNERS

*By Catherine Bode, Outreach Specialist  
Early Childhood Excellence Initiative  
University of Wisconsin-Extension*

In early childhood practice, music plays many roles. It can help organize children, soothe potentially disruptive situations, and support positive behavior. It also provides an invaluable aesthetic experience because music and children are natural partners.

Jan Wolf, a music teacher at the Kindergarten Center for Medina City Schools in Ohio and a part-time Kent State University faculty member, concedes that music is a friend and a "wonderful vehicle for so many facets of the educational scene. Everything from emotions to academics can be enhanced through music in general and singing in particular."

Heidi Lazdauskas, an elementary music educator in Shelton, Connecticut, agrees that "music is the universal language, and it is part of every culture's identity and its celebrations."

Martin Gardiner of Brown University concludes that, although children who have had musical training may improve academically due to the "good mood" and "attention they receive from the one-on-one time with teachers," high scores in math can be attributed to a specific relationship between music and math. Proportions, ratios and sequences might be the "something" in music which underlies mathematical reasoning.

According to Barbara Andress, professor emeritus at Arizona State University, not only does music positively affect the quality of children's lives, it is one of Howard Gardner's seven forms of multiple intelligences and may have positive effects on child development.

Sandra Trehub of the University of Chicago finds that by six months babies can detect changes in pitch, melody and tempo, and that they seem to have a preference for that which is more melodious. She has therefore concluded that the "human brain is wired for music, and that some forms of intelligence are enhanced by music" (Begley, 2000).

Relating music to enhanced intelligence, Gordon Shaw of the University of California-Irvine and Frances Rauscher at the University of Wisconsin, have produced findings that suggest a link between learning music and the ability to do math.

In Shaw's research, children who had four

months of piano lessons, together with exposure to a math video game, scored 15 to 41 percent higher on a test of ratios and fractions than the children in the two other research groups where no special lessons were given or only English lessons plus the math video game was given.

Recent research has looked at the role of music in relation to the growth and development of the human brain.

Dr. Gottfried Schlaug of Beth Israel Deaconess Medical Center in Boston has actually compared the brains of musicians with non-musicians. He has found that the corpus

*continued on page 4*

### **Early Childhood Excellence at the Family Development Center Head Start Program in Stevens Point, Wisconsin**

*Actual vignettes of  
"Promising Practices"  
from Wisconsin's  
Early Childhood  
Centers of Excellence*



As the children were getting ready for lunch, a teacher sang "This Old Man" using a puppet with numbered pockets. The children sang along and were eager to find a word that rhymed with each number. One girl said that "sign" rhymed with "nine" and the teacher congratulated her on coming up with a different rhyme than the one on the puppet pocket. The girl beamed with pride.

Later during lunch, more rhyming words were talked about, such as "cheese" and "please," as well as the rhyming names of two children in the class. Some children noticed that they had some of the same letters in their names (which were written on their place mats) and the teachers talked about the alphabet song.

The pacing of music and the rhymes of song are not only fun, but also provide a natural structure for learning language. Pre-reading skills were being reinforced when the children sought words with similar sounds (rhymes) and when they looked at the spelling of their names (on their place mats) to see if they had some of the same letters.





## MUSIC AND CHILDREN ARE NATURAL PARTNERS

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collosum linking the brain's left and right hemispheres is larger in musicians especially if musical training has begun before the age of seven.

The importance of these findings to the early childhood practitioner should be a re-affirmation of the importance of music in all aspects of every early childhood program at any age. Using the recent deductions from scientists, together with some common sense, we can continue to integrate music into our classrooms with confidence.

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2. Andress, B. ed. (1989) Promising Practices: Pre-Kindergarten: Planning and Teaching, eds. M. Palmert & W. Sims, 29-32. Reston, VA: Music Educators National Conference
3. Begley, S. (2000) Music on the mind. *Newsweek*, July 24, p. 50-52
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6. Wolf, J. (1994) Singing with children is a cinch. *Young Children*. May, p. 20-25



**Wisconsin's  
Early Childhood  
Excellence  
Initiative  
Website**

✓ Center of Excellence Spotlights  
 ✓ Meet the Teachers    ✓ Teaching Tips  
 ✓ Useful links

**Coming soon:  
"Promising Practices"**

<http://www.uwex.edu/ces/flp/ece/index.html>

## CHILD CARE CONNECTIONS

Child Care Connections is a publication of the University of Wisconsin-Extension, in cooperation with:

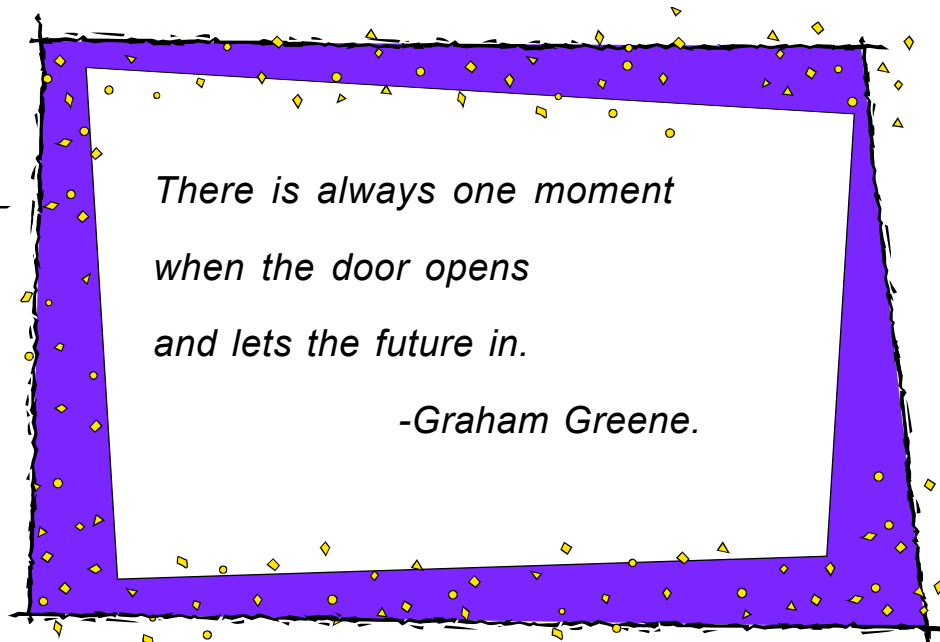
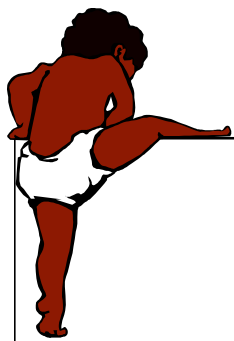
- State of Wisconsin Early Childhood Excellence Initiative
- University of Wisconsin-Madison
- State of Wisconsin Department of Workforce Development (DWD)
- State of Wisconsin Department of Public Instruction (DPI)

Special thanks to Lita Haddal, Child Care Information Center; and Dave Edie, Director of the Office of Child Care  
For more information contact Susan Angell at (877) 637-6188

# Books-to-Borrow (continued)

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59. **La educación de los niños pequeños en acción: Manual para los profesionales de la educación infantil/ Educating young children in action: A manual for preschool educators.** Mary Hohmann. Ypsilanti, MI: High/Scope Press, 1999.
60. **Reportando el abuso a un niño: Derechos y responsabilidades de las proveedoras de cuidado infantil en California.** San Francisco, CA: Child Care Law Center, 1991.
61. **Sequencing stories in Spanish and English.** Pamela Meza Steckbeck. Tucson, AZ: Communication Skill Builders, 1988.
62. **Su hijo: Momentos claves en su desarrollo desde el período prenatal hasta los seis años.** T. Berry Brazelton. Reading, MA: Addison-Wesley, 1994.
63. **Tratamiento médico de emergencia para niños: Un manual que le puede ayudar a salvar la vida de un niño en una emergencia hasta que llegue ayuda.** Stephen N. Vogel & David H. Manhoff. Wilmette, IL: EMT, Inc., 1991, c1984.
64. **Tratamiento médico de emergencia para infantes: Un manual que le puede ayudar a salvar la vida de un infante en una emergencia hasta que llegue ayuda.** Stephen N. Vogel & David H. Manhoff. Wilmette, IL: EMT, Inc., 1991, c1989.
65. **Un marco abierto/ A guide for teachers: An open framework for educators.** Ypsilanti, MI: High/Scope Educational Research Foundation, 1979. This English-language volume gives specific ideas and strategies for incorporating the Spanish language and culture into preschool classrooms.
66. **Usted y su bebé: Comprenda a su bebé por su comportamiento.** Elsa J. Sell. Tucson, AZ: Communication Skill Builders, 1992. This book will help parents of a premature or sick newborn understand their baby's cues and learn ways to help the baby in the neonatal intensive care unit and at home.

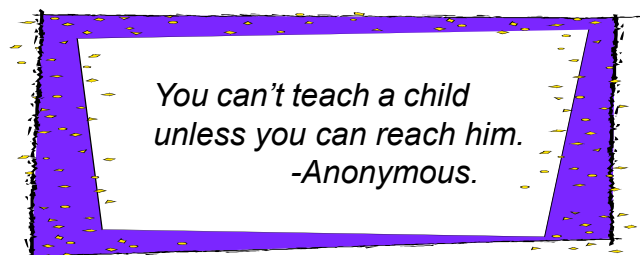




# Children's Books



68. **Amigos del otro lado/ Friends from the other side.** Gloria Anzaldua. San Francisco, CA: Children's Book Press, 1993. Having crossed the Rio Grande into Texas with his mother in search of a new life, Joaquin receives help and friendship from Prietita, a brave young Mexican American girl.
69. **Benjamin regresa/ Benjamin comes back.** Amy Brandt. St. Paul, MN; Redleaf Press, 2000. With the help of his teachers and nurturing routines at his child care center, Benjamin, a toddler, learns that his mother will come back for him at the end of the day and he will return to the center the next morning.
70. **Caminando: Un libro en dos lenguas/ Taking a walk: A book in two languages.** Rebecca Emberley. Boston, MA: Little, Brown and Company, 1990. Labeled illustrations and Spanish and English text introduce the things a child sees while on a walk.
71. **Carlos y la planta de calabaza/ Carlos and the squash plant.** Jan Romero Stevens. Flagstaff, AZ: Northland Publishing, 1993. Having ignored his mother's warnings about what will happen if he doesn't bathe after working on his family's New Mexican farm, Carlos awakens one morning to find a squash plant growing out of his ear.
72. **Con mi hermano/ With my brother.** Eileen Roe. New York: Bradbury Press, 1991. A little boy admires his big brother and aspires to be like him when he is older. Text in English & Spanish.
73. **Cuando Katie era nuestra maestra/ When Katie was our teacher.** Amy Brandt. St. Paul, MN; Redleaf Press, 2000. When their teacher, Katie, takes a new job, the children at the center list the things they will remember and miss about her, talk about the ways other teachers still take care of them, and visit the "special missing place" the teachers have made for them to go to look at Katie's photo and think about her missing them, too.
74. **Cuadros de familia/ Family pictures.** Carmen Lomas Garza. San Francisco, CA: Children's Book Press, 1990. The author describes, in bilingual text and illustrations, her experiences growing up in a Hispanic community in Texas.
75. **Diego quiere ser/ Diego wants to be.** Doris Rodriguez. Fort Atkinson, WI: Highsmith Press, 1994. Diego can't wait to grow up and imagines being a fish, a bird, and a dog instead of a little boy, but as an old man he has a different point of view.
76. **El camino de Amelia.** Linda Jacobs Altman. New York: Lee & Low Books, Inc., 1993. Tired of moving around so much, Amelia, the daughter of migrant farm workers, dreams of a stable home.
77. **El gallo de Bodas/ The bossy gallito: A traditional Cuban folktale.** Lucia M. Gonzalez, New York: Scholastic Inc., 1994. In this cumulative folktale from Cuba, the sun sets off a chain of events which results in the cleaning of a rooster's beak in time for his uncle's wedding.
78. **El libro sensible: Uno celebración de tus cinco sentidos/ The sensible book: A celebration of your five senses.** (Rev. ed.). Barbara Kay Polland. Berkeley, CA: Tricycle Press, 1993.





79. **El tapiz de Abuela.** Omar S. Castaneda. New York: Lee & Low Books Inc., 1993. A young Guatemalan girl and her grandmother grow closer as they weave some special creations and then make a trip to the market in hopes of selling them.
80. **Esos desagradables detestables sucios completamente asquerosos pero...invisibles gérmenes/ Those mean nasty dirty downright disgusting but— invisible germs.** Judith Rice & Reed Merrill, St. Paul, MN: Redleaf Press, 1997. A little girl, who accumulates germs on her hands during her busy day, defeats them by washing her hands before meals.
81. **Esos pequeñines chiquitines para nada simpáticos piojos/ Those itty-bitsy teeny-tiny not-so-nice head lice.** Judith Rice & Julie Stricklin. St. Paul, MN: Redleaf Press, 1998. Describes head lice, how to detect them, how to treat them, and how to prevent their spreading.
82. **Esos sucios pegajosos olorosos causantes de caries pero...invisibles gérmenes/ Those icky sticky smelly cavity-causing but— invisible germs.** Judith Rice & Julie Stricklin. St. Paul, MN: Redleaf Press, 1997. English and Spanish text presents the importance of dental health and the care of the teeth.
83. **La mujer que billaba aún más que el sol: La leyenda de Lucia Zenteno/ The woman who outshone the sun: The legend of Lucia Zenteno.** Alejandro Cruz Martinez. San Francisco, CA: Children's Book Press, 1987. Retells the Zapotec legend of Lucia Zenteno, a beautiful woman with magical powers who is exiled from a mountain village and takes its water away in punishment.
84. **Las navidades: Popular Christmas songs from Latin America.** Lulu Delacre. New York: Scholastic Inc., 1990. A bilingual collection of popular Christmas songs from Latin America, illustrated to depict the Hispanic culture's rich and exuberant holiday celebrations.
85. **Los cazadores invisibles: Una leyenda de los Indios Miskitos de Nicaragua / The invisible hunters: A legend from the Miskito Indians of Nicaragua.** Harriet Rohmer. San Francisco, CA: Children's Book Press, 1987. The Miskito Indian legend set in seventeenth-century Nicaragua illustrates the impact of the first European traders on traditional life.
86. **Mi casa: Un libro en dos lenguas/ My house: A book in two languages.** Rebecca Emberley. Boston, MA: Little, Brown and Company, 1990. Captioned illustrations and Spanish and English text describe things found in a house.
87. **Todos los colores de nuestra piel/ All the colors we are: The story of how we get our skin color.** Katie Kissinger. St. Paul, MN: Redleaf Press, 1994.
88. **Todos tenemos sentimientos/ Everybody has feelings: The moods of children.** Charles E. Avery. Seattle, WA: Open Hand Publishing, 1992. Photographs of children and text in both English and Spanish explore a wide range of human emotions.
89. **Una grieta en la pared.** Mary Elizabeth Haggerty. New York: Lee & Low Books, Inc., 1993. While his mother tries to find another job, Carlos creates something special out of a crack in the wall of their small apartment.
90. **Vejigante masquerader.** Lulu Delacre. New York: Scholastic Inc., 1993. Against all odds, a resourceful Puerto Rican boy manages to get a costume together for Carnival.

# Audiovisuals-to-Borrow

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## Audiocassettes



91. **Canta conmigo: Spanish language songs for play and learning.** Sue Young. Austin, TX: Pajaro Libre Music BMI, 1990. Audiocassette, 26 min. Vocabulary-building songs in Spanish and English.
92. **Cantame en espanol/ Sing to me in Spanish.** Evelyn Aron. M. Mendalde, Mexico, D.F.: Evelyn Aron, 1988. Audiocassette, 27 min. + activity booklet. Audiocassette plus bilingual book of 12 original songs with guitar chords, movement games, dance and visualization activities for children ages two and up.
93. **Mi casa es su casa/ My house is your house: A Latin American musical journey.** Performed by Michele Valeri. New York, NY: Harper Collins, 1980. Audiocassette, 38 min. + lyric sheet. Bilingual songs introduce children to the world of Latin American music, customs, and hospitality.

## Videotapes

94. **Abrazos y niños/ Hugs 'n' kids: Parenting your preschooler.** The San Fernando Valley Child Guidance Clinic. Studio City, CA: Filmfair Communications, 1983. VHS, color + discussion guide (in English). Thirteen vignettes portray various family situations (such as bedtime, sibling rivalry, cleaning up) followed by three or four different resolutions designed to stimulate discussion among viewers about which resolution shows the best way of responding to the child in this situation and why. This is not a tape you simply watch from beginning to end, but is designed to be used in several sessions. The discussion guide is in English, but it is revised to include "Issues for Spanish speaking families." For caregivers, too.
95. **Alimentando a su hijo/ Feeding your child.** Revised. Evanston, IL: PRI, 1986. VHS, color, 13 min. Helps parents and caregivers understand children's nutritional needs and the importance of establishing proper eating habits early in life. Presents mealtime as a time of closeness and reassurance as well as good nutrition.
96. **Aplauda/ Clap your hands.** Evanston, IL: Altschul Group Corporation, 1995. VHS, color, 12 min. Creative and recreational activities for parents to do with their children.
97. **Bocadillos para niños/ Smart snacking for children.** Evanston, IL: Altschul Group Corporation, 1994. VHS, color, 12 min. Snacking can give children important nutrients if we plan snacks as mini-meals and shop for them accordingly. Three different families share their ideas for healthy, fun snacks.
98. **Como iniciar una guarderia en el hogar/ How to start a family day care.** Doris Raphael & Douglas M. Weisman, producers. Boston, MA: Day Care Video Programs, 1990. VHS, color, 48 min. + viewer's guide. An overview of what is involved in starting and operating a family child care business. Shows a variety of home types and styles of care.
99. **De no a si/ From no to yes.** Evanston, IL: Altschul Group Corporation, 1995. VHS, color, 12 min. How parents can deal with their 2 to 6 year old children's temper tantrums without spanking them. The developmental aspects of temper tantrums are explored and useful techniques for calming children and avoiding power struggles are shown.



100. **El currículo creativo/ Creative curriculum for early childhood.** Diane Trister Dodge, project director. Washington, DC: Teaching Strategies, Inc., 1996. VHS, color, 37 min., English with Spanish subtitles. Describes seven activity areas—blocks, house corner, table toys, art, water and sand, library corner, and outdoors—and shows how teachers can enhance children's learning through play in each of the areas.
101. **El especial de hoy: Ideas novedosas para las comidas de niños preescolares.** Sacramento, CA: California Department of Education, 1995. VHS, color, 26 min. + guide. Creating healthy meals for children takes organization and skill. This video helps caregivers get organized by offering a fresh approach to planning menus and purchasing and preparing food for preschoolers. Includes recipes and cooking demonstrations for five tasty, nutritious dishes.
102. **El masaje pediátrico por el niño con necesidades especiales/ Pediatric massage for the child with special needs.** Kathy Fleming Drehobl & Mary Gengler Fuhr. Tucson, AZ: Therapy Skill Builders, 1993. VHS, color, 2 hr videotape (59 min. English & 59 min. Spanish) + 54-page viewer's guide. "Massage is a holistic contribution to family-centered intervention and may be utilized by a variety of people involved in the child's program, including parents, therapists, educators, nursing staff, relatives, and friends. The massage program is highly individualized...as is always the case when children with special needs are involved it is important to consult with medical personnel to assure that massage will be a safe and therapeutic intervention."
103. **Juego de niños: El mundo del aprendizaje/ Child's play: The world of learning.** Portland, OR: Educational Productions Inc., 1989. VHS, color, 30 min. + viewer's guide + facilitator's guide. Explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.
104. **La nueva organizacion del salon como estrategia educativa/ The new room arrangement as a teaching strategy.** Diane Trister Dodge, executive producer. Washington, DC: Teaching Strategies Inc., 1996. VHS, color, 16 min. + user's guide. Presents concrete ideas for arranging early childhood classrooms to support positive behavior and learning. Shows how a well-organized environment helps children establish trust and cooperate with others, develop independence, stay involved, and learn skills and concepts.
105. **Lily alimenta a su familia que esta creciendo/ Lily feeds her growing family.** Evanston, IL: Altschul Group Corporation, 1993. VHS, color, 13 min. Viewers see how Lily feeds both her family and her brother's family on a busy schedule and a tight budget. Explains how to prepare meals using the USDA Food Pyramid as a guide. Offers specific suggestions for meeting the nutritional requirements of both children and adults.
106. **Llorar...que puedo hacer? (Nunca sacuda a un bebé).** Groveport, OH: SBS Prevention Plus, 1992. VHS, color, 8 min. This tape about Shaken Baby Syndrome discusses the dangers of shaking babies and various strategies for coping with crying infants.
107. **Los primeros años marcan para siempre/ The first years last forever.** With Rob Reiner. Reiner Foundation, 1997. VHS, color, 29 min. New parents learn how to help their infants reach their full potential. The video includes information on bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care, and self-awareness, all considered in the light of new research in brain development.

108. **Peces: Padres eficaces con entrenamiento sistematico/ STEP: Systematic training for effective parenting.** Don Dinkmeyer & Gary D. McKay. Circle Pines, MN: American Guidance Service, 1981. 5 audiocassettes + leader's manual + parent's handbook. Nine-session parenting course emphasizes mutual respect and cooperation and gives parents a practical and effective method for raising responsible, confident children. Each kit includes leader's manual, parent's handbook, audiocassettes, transparencies of charts and discussion guide cards.
109. **Poca cosa/ A small thing.** San Francisco, CA: Bilingual Cine. VHS, color, 27 min. (English subtitles) + guide. Portrays a Latino family experiencing several common family problems, resulting in abuse of the only son. Developed to enhance Latino families' awareness of the causes of and solutions for child abuse and to provide professionals with awareness of Latino cultural values and family dynamics.
110. **Por sólo unos minutos de su tiempo/ Just minutes of your time: Reading aloud for a lifetime.** Gloria Waity & Clark Thompson. Madison, WI: South Central Library System, 1991. VHS, color, 10 min. Parents from many social and economic groups are shown reading to their young children, and the lifelong benefits of being read to are stressed.

**Programa para proveedores de cuidados infantiles/ The program for infant/toddler caregivers.** Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education. CCIC has the following tapes from this highly recommended series:

111. **Con respeto : El enfoque de Magda Gerber para cuidados infantiles profesionales/ Respectfully yours: Magda Gerber's approach to professional infant/toddler care.** 1987. VHS, color, 58 min. + booklet. Magda Gerber, nationally recognized leader in infant care, explains her philosophy of care based on respecting infants, her approach to observing infants and toddlers, and her concerns about infant equipment. Tape is divided into three 16- to 19-minute segments with fade-outs between parts, so trainers can select any of the three parts to show and discuss during a training session.
112. **Descubrimientos de la infancia : Desarrollo cognitivo y del aprendizaje/ Discoveries of infancy: Cognitive development and learning.** 1991. VHS, color, 32 min. + booklet. Infants and toddlers learn by making six big discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. This tape helps us appreciate the complexity of cognitive development and suggests specific ways caregivers can help infants and toddlers learn.
113. **El comenzar de la comunicación : Facilitando el desarrollo del lenguaje/ Early messages: Facilitating language development and communication.** 1998. VHS, color, 28 min. + booklet. Covers the development of communication and language during the young, mobile, and older periods of infancy. Shows the role caregivers play in fostering early communication including turn-taking, self-talk and parallel talk, simplified speech and gestures, and imitation of infants' signals.



- .....
114. **Flexible, cauteloso, o bravo : Los temperamentos de infantes/ Flexible, fearful or feisty: The different temperaments of infants and toddlers.** 1990. VHS, color, 29 min. + booklet. Explains nine temperamental traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Tape explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type of child.
115. **Las edades de la infancia : Cuidando a bebés tiernos, que se movilizan y mayorcitos/ Ages of infancy: Caring for young, mobile & older infants.** 1990. VHS, color, 26 min. + booklet. Shows how the developmental issues of security, exploration, and identity are present throughout infancy but change in prominence as the child grows from young to mobile to older infant. Demonstrates specific things caregivers can do to adapt care to the child's stage of development and support infants as they grow from birth to 36 months.
116. **Llevar el compas : La creación de relaciones cariñosas con infantes y niños pequeños/ Getting in tune: Creating nurturing relationships with infants & toddlers.** 1988. VHS, color, 24 min. + booklet. As a caregiver and an infant get in tune with each other, they develop a deep understanding and become close, and this closeness is the foundation of healthy emotional growth in infants and toddlers. Tape shows how in-tune caregivers respect the child, let the child set the pace, recognize the child's feelings, receive from the child rather than taking, and offer choices rather than imposing them on the child. Tape presents 10 specific ways to get in tune.
117. **Los instintos protectores : trabajando con los sentimientos de los padres y los cuidadores/ Protective urges: Working with the feelings of parents and caregivers.** 1996. VHS, color, 27 min. + booklet. This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver-child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.
118. **Los primeros pasos : El niño es bienvenido a un ambiente acogedor/ First moves: Welcoming a child to a new caregiving setting.** 1986. VHS, color, 27 min. + booklet. Illustrates some practical steps you, as a professional caregiver, can take in introducing a child to a new setting and making those sometimes wrenching separations go a lot easier for everyone.
119. **No es solo una rutina : La alimentación, los pañales y las siestas infantiles/ It's not just routine: Feeding, diapering & napping infants & toddlers.** 1990. VHS, color, 28 min. + booklet. The first three sections cover the basics of feeding, diapering and napping in detail, and the fourth section explores the impact on infants and toddlers of the way in which routines are carried out by caregivers. The producers recommend that after each section is viewed, caregivers discuss what they have seen and add to the ideas and recommendations offered in the video.

*Teaching the kids  
without  
teaching  
the parents  
is like clapping  
with one hand.  
-Anonymous.*

- .....
- .....
120. **Relaciones indispensables : 10 pautas para un cuidado infantil culturalmente sensitivo/ Essential connections: Ten keys to culturally sensitive child care.** 1992. VHS, color, 36 min. + booklet. Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.
121. **Un lugar para crecer : Creando un ambiente apropiado para el cuidado de infantes hasta 3 años/ Space to grow: Creating a child care environment for infants & toddlers.** 1988. VHS, color, 22 min. + booklet. Shows that environment has a powerful influence on infants and toddlers and tells about eight qualities to consider when setting up care for infants and toddlers. The four more permanent qualities are health, safety, comfort, and convenience. The four additional qualities are that caregiving environments should accommodate child size, maximize flexibility, encourage movement, and allow for choice.
122. **Unidos en el corazón : Satisfaciendo las necesidades de intimidad de infantes en grupos/ Together in care: Meeting the intimacy needs of infants and toddlers in groups.** 1991. VHS, color, 30 min. + booklet. This tape recommends three crucial policies that help infant/toddler programs meet the intimacy needs of children: the assignment of a primary caregiver to each child, the use of small groups, and keeping caregivers and children together over time.
123. **Seguridad desde el principio/ Safe from the start.** Soy Tu Hijo/ I Am Your Child Foundation, 2000. VHS, color, 28 min. Presented by Andy Garcia. Provides helpful information about: car seats and car safety, feeding and food safety, sleep/bedtime, bath time/ bathroom hazards, childproofing at home, toy safety, kitchen safety, safety outside the home, kids and gun safety.
124. **Síndrome de muerte infantil súbita: Un video sobre como ayudar a prevenir la muerte de cuna/ Sudden infant death syndrome: A video on helping to reduce the risk.** Bethesda, MD: National Institutes of Health, 1994. VHS, color, 4 min. Ways to reduce the risk of SIDS.
125. **Solo niños/ Just Kids.** Developed by the Shasta County Office of Education. Sacramento, CA: California Dept. of Education, 1993. VHS, color, 29 min. Effective and practical strategies to meet the needs of prenatally substance-exposed children in preschool and day care settings.
126. **Tiempo juntos: Aprendiendo a jugar con niños pequeños/ Time together: Learning to play with young children.** Portland, OR: Educational Productions Inc., 1989. VHS, color, 30 min. + viewer's guide + facilitator's guide. Teaches simple techniques that help any adult become a good play partner for a young child. Learn when to join a child's play, when to step back, and the level of involvement that's appropriate; how to follow the child's lead and avoid taking over; how to help children focus on their play and stay involved so they can explore, discover and learn more.
127. **Usted y su bebé: Comprenda a su bebé por su comportamiento/ Your baby and you: Understanding your baby's behavior.** Tucson, AZ: Communication Skill Builders, 1992. VHS, color, 54 min. (29 min. in English and 25 min. in Spanish on one tape.) This tape will help parents of a premature or sick newborn understand their baby's cues and learn ways to help the baby in the neonatal intensive care unit and at home.
128. **Vacune: Antes de que sea demasiado tarde/ Before it's too late, vaccinate.** Kelly Burke, executive producer & writer. Tonya Lee Williams, narrator. Elk Grove Village, IL: American Academy of Pediatrics, no date. VHS, color, 16 min. Video for parents on the crucial importance of getting children immunized. Viewers are encouraged to copy this tape.

# ***Top Ten Things I Really Needed to Know That I Learned From Riding a Bicycle***

by Rick Krumweide

(with apologies to Robert Fulghum and David Letterman)

10. You can take lots of different routes to get to the same place.

9. It's hard to read a map when you're moving.



8. It's longer if you don't start too fast at the beginning.

7. It's hard to get your time in the saddle.

6. With the right gear and equipment, you can climb any hill.

5. A wide tire is as fast as a narrower one, but it doesn't go flat

4. Riding with a group is always easier than doing it alone.

3. If you don't oil the chain, it will squeak, especially after it rains.

2. Be careful on downhills. It's easy to go too fast, lose control, and crash.

And the number one thing I really needed to know that I learned from riding a bicycle:

1. Don't ride with your mouth open.  
You never know what you might have to swallow.

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# Resources Elsewhere

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## **Corazón de mi vida: A Bilingual Child Passenger Safety Kit**

A Child Passenger Safety Kit, called "Corazón de mi vida/ You are the center of my life", is available through NHTSA in collaboration with the National Latino Children's Institute. The bilingual kit contains the Community Coordinator's Handbook, hangers, stickers, event posters, mini checklist tags and a safety loteria game. NLCI developed this kit for community based organizations and others interested in child passenger safety. Limited quantities of the kit and materials are available free through NHTSA's materials catalog on the web or call them at (202) 366-9712. Further information on the kit is available on the Internet: <http://www.nlci.org/kits/corazoninformation.htm>

## **Early Childhood Public Education Kit**

An information kit designed to build community awareness of the importance of the early childhood years, called "Words for the Future—Creando el futuro", is built around 14 distinct messages about early childhood development. The messages remind everyone that parents are the first teachers and that children are learning all the time. The main piece in the kit is a community coordinator's handbook which describes the urgent need to provide Latino children with the experiences and environment they need to optimize their early brain development. Fun and exciting community events are suggested to help focus attention on this serious issue. Among the suggested activities are toy demonstrations in department stores, parent pláticas, grocery store events, and making milagros. Also included in the kit are stickers, a storytelling poster, activity cards, magnets, and a CD-rom demonstrating the storytelling approach for parents to use in interacting with their children. Order this at <http://www.nlci.org/kits/wordskit.htm> or phone the National Latino Children's Institute, (210 ) 228-9997.

## **Tuition Assistance for Business Training**

UW-Extension's Small Business Development Center's Entrepreneurial Training Course takes owners of new or expanding businesses through the stages of creating their business plan and exploring the feasibility of their projects. Real-world practitioners teach the course in finance, marketing, law, and accounting, helping participants experience "hands-on instruction". Applications for tuition assistance, covering 75% of the course costs, can be made to the Wisconsin Department of Commerce through all local UW Small Business Development Centers. Contact: SBDC State Office, (608) 263-7794, for those numbers and further information.

## **Business Loan and Mentoring Programs**

The Wisconsin's Women's Business Initiative Corporation is a group established to help provide quality business education, personal consultation and mentoring, and start-up capital for small businesses owned by women, people of color, low income, and others needing their support, who demonstrate the ability to operate a business. Courses and workshops are offered statewide. For more information, contact: Wisconsin Women's Business Initiative Corporation, 2745 N. Dr. Martin Luther King Jr. Drive, Milwaukee, WI 53212. Phone (414) 263-5450. Email: [loans@wwbic.com](mailto:loans@wwbic.com). Internet: <http://www.wwbic.com> or <http://www.onlinewwbic.gov>

## **Ser Padres/ Parents Magazine in Spanish**

*Parents* magazine publishes a quarterly version of their publication in Spanish. It is distributed free of charge to Spanish programs. This is a chance to share many fine articles with parents who might find reading English a barrier to improving their parenting skills. Contact: Gruner & Jahr USA Publishing, 375 Lexington Ave, New York, NY 10017-5514. Phone (212) 499-2000.

# Resources Elsewhere



## Websites to Bookmark

The National Latino Children's Institute has a colorful bilingual website offering a wealth of information, including an event calendar, newsletters and materials to purchase, at:  
<http://www.nlci.org>

The National Child Care Information Center has an Hispanic resources web page where NCCIC lists many publications in Spanish that can be downloaded directly from this site and links to many useful organizations at:  
<http://nccic.org/cctopics/hispanic.htm>

This site, called "BrainWonders", is designed to provide parents, caregivers and pediatric and family clinicians with meaningful information about early brain development and the relationships between babies and their parents and caregivers that support intellectual and social-emotional development. The first 36 months are broken down into 3-6 month periods. Typical stages for motor coordination, language, relationships, play patterns and routines, senses, and self-help development are described and suggestions are given for what parents and providers can appropriately do at each stage to help support children's growth. A very practical, informative site with many links, resources, and a valuable glossary at:  
<http://zerotothree.org/brainwonders/intro.html>

Hispanic Scholarship Fund: <http://www.hsf.net/link>

Center for the Study of Books in Spanish for Children and Adolescents:  
[http://public.csusm.edu/campus\\_centers/csb](http://public.csusm.edu/campus_centers/csb)

For children:

[http://www.dpi.state.us/dpi/dltcl/imt/ed\\_child.html](http://www.dpi.state.us/dpi/dltcl/imt/ed_child.html)

(click on *Little Explorers Dictionary*)

<http://www.kn.pacbell.com/wired/capades>

<http://www.csusm.edu/csbs>

<http://web2.airmail.net/def>

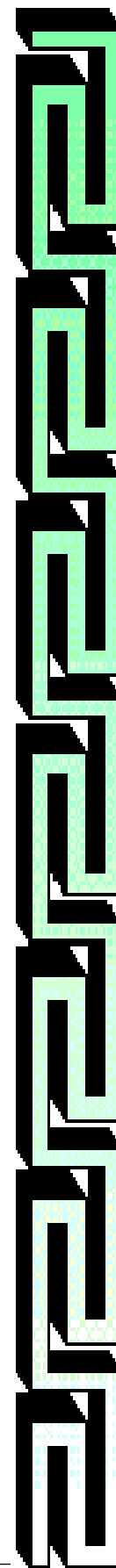
<http://www.littlechiles.com>

<http://www.storyplace.org>

<http://www.sep.gob.mx/libros/libro.htm> (complete Mexican textbooks for grades 1-6)

## Youth Today: The Newspaper on Youth Work

*Youth Today*, a publication of The American Youth Work Center, is a national publication for the youth services field covering such issues as child advocacy, juvenile justice, youth development and health, after-school programs, and other issues important to those in the youth work field. The newspaper resources include an extensive calendar of workshops and conferences related to professional development, youth issues and working with youth, book and video reviews, and analyses of federal legislative issues concerning youth. For a free sample copy, phone Robin Weiss-Castro, at (202) 7855-0764, ext. 107, or email [info@youthtoday.org](mailto:info@youthtoday.org) Subscription rate: \$14.97/ten issues. Contact: Youth Today, 1200 17th Street, N.W., 4th Floor, Washington, D.C. 20036. Phone: (800) 599-2455. Internet: <http://www.youthtoday.org>



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- ♥ **Give** your name, center name, address, and phone number.
- ♥ **Save** your newsletters! You may need to order materials in the future.

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**Wisconsin ♥ Child ♥ Care ♥ Information ♥ Center**  
**2109 S Stoughton Rd ♥ Madison, WI 53716**  
**Phone: 1-800-362-7353 or (608) 224-5388**  
**Fax (608) 224-6178**  
**Email: [ccic@dpi.state.wi.us](mailto:ccic@dpi.state.wi.us)**  
**Internet: <http://www.dpi.state.wi.us/ccic>**



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